

**IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT
THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)
METHOD AT THE EIGHT GRADE OF SMP N 2 SIPAHUTAR
IN ACADEMIC YEAR 2021/2022**

Suriyani Simanjuntak¹, Lamma Sihotang², Juandi Nababan³

suriyanisimnjuntak050@gmail.com

lammasihotang230@gmail.com

juandinababan8@gmail.com

**English Study Program Faculty of English Teacher's Training and Education University of
Sisingamangaraja XII Tapanuli**

Abstract

This study aims to improve student's reading comprehension through Cooperative Integrated Reading And Composition (CIRC) Method. This study was conducted by using classroom action research at the eight grade of SMP N 2 Sipahutar. The population of this study was the eight grade of SMP N 2 Sipahutar, the total number of population was 128 students. The sample of this study was about 32 students by using purposive sampling based on Arikunto. The researcher was applied in two cycles with six meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the student's score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 55,7, for the first cycle was 66,7, and the second cycle was 78,6. The pretest result 9,3% of the students got point 75 up, the competence test cycle I was 31,2% and the improvement of the students showed in the last competence of the cycle II was 78,1%.

Keywords : *CIRC Method, Reading Comprehension, Recount Text*

INTRDUCTION

Reading is one of four language skills that has an important role for students, also known as reading comprehension. One's academic success has a strong correlation with reading. Reading is not only about how to pronounce and to know about the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written from. William Grabe and Fredricka L. Stoller (2002:9) says that reading is ability to draw meaning from printed page and interpret this information appropriately. It means that the readers have to catch the information which the writer writes so that it can be seen the benefits in doing the reading.

Based on the researcher's experience when PPL in SMP Negeri 2 Sipahutar at the eight grade students, the writer found problem faced by students in comprehending of recount text. They have a low ability in reading recount text to finding the detail information

of the text. Almost of the students can be read but only a few of students can comprehend or can understand what they have read. The students only read the text without knowing the meaning of individual words they read and cannot understand about the text.

It cause of many factors such as the students consider that English is a subject that very difficult, because meaning and letters are different. The other factor is the teacher usually uses the same method to teach English subject like the direct method. So, some of the students were not interested in reading English text. They usually waited for the teacher to translate the texts for them or asked the meaning of difficult words rather than tried to find it by themselves. Sometimes students just followed what was spoken by the teacher without seeing the text reading. Lack of motivation to read make the ability of the students reading becomes low.

Based on problem above, the researcher interest to use Cooperative Integrated Reading and Composition (CIRC) method and see its improving the students reading comprehension of recount text. Cooperative Integrated Reading and Composition (CIRC) method is a cooperative learning that integrates the whole reading and then compose it become important part. According to Madden, Slavin, and Steven (2005) CIRC is a learning method that can help learning to develop their abilities and capacities. Because in this learning method, learning able to describe the basic thinking, development, and evaluation of the material that will be present.

In using Cooperative Integrated Reading and Composition (CIRC) method, the class will be divided into some groups. Each group consist of one smart students. The purpose of implementating Cooperative

Klingner, Vaughn and Broadman (2007:8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension. In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge and readers' ability. Those aspects are varied among the readers, so every readers has various stages of comprehension.

According to Hyland (2003:124), recount is telling what happened. It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc. According to

Integrated Reading and composition (CIRC) method is to generate opportunities for the students to become more active in learning. In this case study, the students will be engage in pairs, group discussion, and whole class discussion activities, therefore the students will have a much deeper understanding of the reading text they have read.

Based on the researcher background, the researcher was conducted to answer this question : Does cooperative integrated reading and composition (CIRC) method improve the students reading comprehension of recount text at the eight grade of SMP N 2 Sipahutar in academic year 2021/2022"? According to Jennyfer (2010:43), reading is thinking and understanding and getting at the meaning behind a text. It means, that reading is a process through which the reader to get a message from an article.

Lancashire County Council 2008:6-7), there are three important generic structures that take account on recount text describe detail below: (1) Orientation: Orientation give reader background information needed to understand the text, and the reader will recognize about scene setting and context of text. (2) Events: Event is the main activities that occurred the story of the text. It tells the events chronologically. It uses conjunction or connectives like: first, next, finally, and so on. They show the sequence of events. (3) Re-orientation: Re-orientation is the conclusion of the story. It is optional statement. It is at the end which summarizes at the events. Rusman (2011:202), states that cooperative learning is a form of learning which students learn and work in small groups cooperatively whose members consist of four or six students with heterogeneous group. CIRC model according to L. Rahmawati et al (2014:3) citing from Slavin (2005: 3-4) has eight

components. The eight components include: (1) Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students (2) Placement test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field; (3) Student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group; (4) Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it; (5) Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task; (6) Teaching group, which provides a brief matter of teachers towards group work; (7) Facts test, namely the implementation of test or quiz based on facts obtained by the students; Whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.

Suprijono (2009:130-131) also proposes some steps of conducting CIRC that students can be active in joining the teaching learning process. (1) Grouping the class that consists of four students heterogeneously. (2) Teacher give a text/clipping which is appropriate with the topic. (3) Students work together in reading and finding main idea and giving idea toward the discourse/clipping which is and they are writer on paper. (4) Presenting/reading the result. (5) Teacher give conclusion together. (6) Closing.

Method

This research was used classroom action research (CAR). According to Geoffrey (2003:5), action research is any systematic inquiry conducted by teacher,

researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.

The main goal in classroom action research is to improve or enhance the professionalism of teachers in dealing with the learning process. To understand and try to carry out action research, the expect capacity of educators and the learning process and at the same time increasing the quality will improve the quality of education.

The conduct of this study using the model proposed by Kemmis and Mc. Taggart (1990:27), where there is a device consisting of four components, namely planning, action, observation and reflection.

Planning

In this section, the researcher prepared the material to the students. The researcher prepared some of recount text in reading material. Made lesson plan based on the curriculum, and arrange material of lesson plan for each meeting and it should based on teaching of reading comprehension. Made pretest in prematerial. Made the observed paper for observed the condition of learning process. The researcher arranged the instrument test to know the improvement of the result study after use the method.

Action

In this phase, the researcher taught the students through CIRC method. The researcher presented the material based on lesson plan which was prepared. In join instruction stage, researcher introduced how to use CIRC method in reading recount text. First, the researcher divided students into eight group consist of four students. Second, the researcher giving a recount text to each group. Third, students read the text turnly with their partner, discuss about the the text and finding the detail information about generic structure from the text. The other students give commands to the reading text and write on paper. Fourth, the researcher

choose one of student of each group to read the result from their group about the text in front of other group and researcher give some correction.. Then, researcher conclude the lesson and close the activity.

Observation

In this phase, the researcher observed the student's activity in learning process with used checklist observation to know the students comprehend in reading. After using CIRC method in action, the researcher give evaluation to the students to measure the achievement of students reading comprehension in cycle 1. Things observe as follow: (a) Students' present, (b) Students' learning process, (c) The students' respond of the material, (d) The students' active in doing the task

Reflection

In this step the researcher reflect evaluate and describe the improvement of CIRC method on students' reading comprehension. The researcher see the picture data to see students' behavior in the class. It was used to conclude what students' attitude to the action based on those data. The researcher given a conclusion of students' reflection to see students' response to the treatment.

Technique for collecting data aims to support the success of the research the data was collected through: (1) Observation sheet : Observation sheet was used to observe the process and student's behavior in responding

to teaching and learning process that will be structure based on the lesson plan. (2) Interview : In order to understand the participants and receive better feedback from them, it is necessary that interview be used as among the data collection procedures. The students was asked questions concerned with the research. The first interview with the teacher and final interview with the students, so that it could focus on understanding the impact of CIRC method to help students reading comprehension of recount text. (3) Test : The researcher provide pre-test and post-test to measure student's reading comprehension. The result of the test is actually relate to recount text. Researcher given multiple choice test to the students. The total number of test items was 25 questions. The time allocated for doing the test was 40 minutes. Therefore, the students can answer it completely and correctly, they will get 100 points. Pre-test was given to the students at first meeting, before applied CIRC method. Meanwhile, post-test was given in the last meeting when CIRC method was applied. To know the level of student reading comprehension, the researcher used percentage grading based on classification can be see in the table:

Table 1 Classification of the students score

Score	Classification
85-100	Very Good
75-84	Good
65-74	Fair
<65	Poor

(Carol and Hall, 1985:124)

To know the mean of the students' score, the researcher applied the formula proposed by Sudjono (2006) below:

$$X = \frac{\sum x}{N}$$

Where :

X : The mean of the students

$\sum x$: The total score

N : The number of the students

Next to categorize the number of the students who were competence in reading comprehension, the researcher applied the formula proposed by Sudjono (2006) below:

$$P = \frac{R}{P} \times 100\%$$

Where :

P: Percentage of students getting 75 to up

R: Number of students getting score 75 were 10 (31,2%). The post-test of cycle II students who get point >75 up were 25 (78,1%). In other words, the students' reading comprehension of recount text improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from observation sheet and interview. All of these data indicated that the students given their attitude and responses during teaching-learning process. They were looked well in each day. They became more active and serious to read during the teaching learning process. Based on the result of the quantitative and qualitative data, it can be concluded that cooperative integrated reading and composition (CIRC) method improve students' reading comprehension of recount text at the eight grade of SMP N 2 Siphahutar in academic year 2021/2022.

Discussion

This research was conducted to know the improving students' reading comprehension of recount text through cooperative integrated reading and

to up

T: The total number of students taking the test

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The result indicated that there was an improvement on the students' reading comprehension of recount text through cooperative integrated reading and composition (CIRC) method. From the first cycle to the second cycle, the improvement can be seen from mean of cycle I to cycle II (66,7 to 78,1). It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who get point >75 also grew up. In the pre-test, the students who get point >75 up were 3 students (9,3%). In the post-test of cycle I students who get point >75 up composition (CIRC) method. Cooperative integrated reading and composition (CIRC) method was one of the method that could be used by the teacher in teaching English to improve the students' reading comprehension.

The research that had been done by the researcher indicated that cooperative integrated reading and composition (CIRC) method was effective or could be used in teaching reading. It could be seen from the table showed us the increasing of students' score from pre-test, post test I, post test II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, cooperative integrated reading and composition (CIRC) method helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the implementation of cooperative integrated reading and composition (CIRC) method could improve the students' comprehension in reading. It could be seen from the quantitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the

qualitative data that shows the students' was active and spririt in teaching-learning process.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it can be concluded that cooperative integrated reading and composition (CIRC) method could improve students' reading comprehension of recount text at the eight grade of SMP Negeri 2 Sipahutar.

After analyzing the data, some conclusion are drawn as the following : (1) The result showed that the improvement of the student's score from pretest to post test of cycle I and post test cycle II. (2) The students' mean from pretest was 55,7 , for the first cycle was 66,7 , and the second cycle was 78,6. The pretest result 9,3% of the students got point 75 to up, the competence test cycle I was 31,2% and the improvement of the students showed in the last competence of the cycle II was 78,1%.

Suggestion

After the researcher analyzing the result of research about improving students' reading comprehension of recount text through cooperative integrated reading and composition (CIRC) method at the eight grade of SMP N 2 Sipahutar. The researcher would like to give some suggestion which can be used to teach reading recount text as follow: (1) The researcher hope the students to more active in learning process and always practice reading english text in order to increase their knowledge and information. (2) The researcher suggests the teacher to

practice their reading comprehension by using cooperative integrated reading and composition (CIRC) method because it can help them solve their problems in learning process. (3) The researcher suggests the teacher to using this method as method to develop the students reading comprehension, especially in recount text.

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